

**THE IMPLEMENTATION OF INTERACTIVE APPROACH IN  
TEACHING READING AT THE EIGHTH GRADE STUDENTS  
OF SMPN 8 PALOPO**

***A THESIS***

*Submitted to the English Language Studies Program of S1 Tarbiyah and Teacher  
Training Faculty of the State Institute for Islamic Studies of Palopo in Partial  
Fulfilment of Requirement for S.Pd. Degree in English Education*



**Composed By,**

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**ENGLISH LANGUAGE STUDY PROGRAM  
TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2021**

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*Submitted to the English Language Studies Program of S1 Tarbiyah and Teacher  
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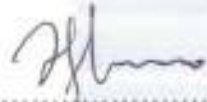


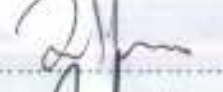
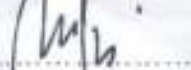
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## THESIS APPROVAL

This thesis, entitled **"The Implementation of Interactive Approach in Teaching Reading at the Eighth Grade Students of SMPN 8 Palopo"** written by **Misda, Reg. Number 14.16.3.0071**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in the **MUNAQASYAH** session which is carried out on **Tuesday, November, 30<sup>th</sup>, 2021 M**, coincided with **Rabiul Akhir, 25<sup>th</sup> 1443 H**. It is authorized and acceptable as partial fulfillment of the requirement for S.Pd, a degree in English language teaching.

**Palopo, on November, 30th, 2021 M**  
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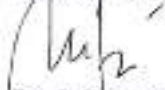
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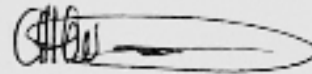
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Skripsi Berjudul "The Implementation of Interactive Approach in Teaching Reading at The Eighth Grade Students Of SMPN 8 Palopo" yang ditulis oleh Misda Nomor Induk Mahasiswa (NIM) 14.16.3.0071. Mahasiswa Program Study Pendidikan Bahasa Inggris Fakultas Tarbiyah Dan ilmu Keguruan Institut Agama Islam Negeri Palopo, yang telah diujikan dalam Seminar Hasil penelitian Pada Hari Jumat, 26 November 2021 yang Telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan dinyatakan layak untuk di ajukan Pada Sidang Munaqasyah.

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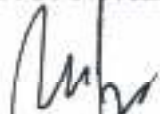
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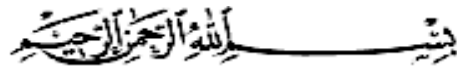
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The researcher realizes that the existence of this thesis was by receiving much advice, guidance, encouragement, and comments from many people. Therefore, the researcher would like to express thanks to:

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Finally, the researcher prays to God, Allah SWT gives regard to all of the people, who have helped the researcher. And the researcher hopes this thesis can be useful and give a positive contribution to the readers and the others.

Palopo, 26 November 2021

The Researcher

**Misda**

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## ABSTRACT

**Misda, 2021. “The Implementation of Interactive Approach in Teaching Reading at the Eighth Grade Students of SMPN 8 Palopo”. Thesis, English Study Program of Tarbiyah and Teacher Training Faculty the state Institute for Islamic Studies (IAIN) Palopo. Consultant I, Dr. Masruddin, S.S., M.Hum and Consultant II, Dr. Jufriadi, S.S.M.Pd.**

This thesis about the implementation of interactive approach in teaching reading at the eighth grade students of SMPN 8 Palopo. The objective of the research is to finding out the implementation of interactive approach in teaching reading at the eighth grade students of SMPN 8 Palopo. This research applied pre-experimental. The research was carried out in one classes, pretest and posttest. The population of this research was the eighth student of SMPN 8 Palopo. The samples of this research were one class. The sampling technique in this research was random sampling. The instrument of this research was reading test. The researcher gave pretest and posttest to the students. The data was analyzed by using SPSS 24. The result of this research showed that the implementation of interactive approach in teaching reading narrative text is effective. It could be seen from the result of calculation that the students' score in pretest which was higher than students' score in posttest. The mean score of pretest was higher than the mean score of pretest (78.000). While in posttest the mean score of posttest was also higher than the mean score of pretest (83.8333). It means that there was significant difference between the students' score in teaching reading skill.

**Keywords: *Reading Skill, Implementation, Narrative Text.***

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

One of the keys to mastery English is by reading. It is a source to get some information and learn the new thing from the text, the material or an article. The ability to read is as a basic need in modern society. Everyone has a different understanding of reading. Some people think reading just voiced the written symbols, without question whether the sentence or word is understood or not. Some assume that reading does not just sound the written symbols, but furthermore the importance of understanding the content of reading. On the other hand, reading becomes an important part in language teaching, essentially reading is physical and mental activity to find the meaning of writing. Although in the activity it happens the process of recognition of letters, the process undertaken and used by readers to obtain messages and reading can also get a lot of information and the science of what has been read. Therefore, the teacher must find a way so that students can understand the text in the read.

The statements above indicate that the students who have the good ability in reading to get a lot of information, knowledge, enjoyment and even problem solution when they are reading. Therefore, the ability to read the text in any form will bring great advantages to the readers. All those purposes need reading ability enough. So that is way, when people talk about reading, it might be automatically related to comprehension or understanding. For instance, a reader who

understands what he has read can answer questions about it. It means that understanding something is the main goal of reading.

According to the researcher, if the students do not have good ability in reading, they will be difficult to know the meaning of the text when reading a text. In many schools, it is found out that there are many students felt difficult to answer the questions when the teacher gives them the text. Many of them always got the low score in reading comprehension and the problems motivate the researcher to conduct the research about the students' ability in reading.

Based on the observation at the eighth grade students of SMPN 8 Palopo. In the school, many students had difficulties to understand the text well. Most of them had limited knowledge to master reading skill. They were unable to understand the purpose of the text, because they were unable to comprehend the text and lacked of vocabulary and for the result the students were unable to answer the questions at the end of the chapter and from the teacher as well.<sup>1</sup> On the other hand, the students got low score in reading because they could not answer the text well. Especially in narrative text, it contains many difficult vocabularies and difficult to understand the text. So, that's why they have to be given a good method to overcome it.

Based on the results of these studies, researcher want to provide a way or method that can be applied by teachers that is through the interactive approach, In teaching reading skill the teachers have to be able to help the students to read and comprehend the text. The teacher needs to lead the students to know the purpose

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<sup>1</sup>Wawancara dengan Husnaini, tanggal 25 Oktober di Ruang Guru SMPN 8 Palopo.



of the text how the sentences are connected each other in order to comprehend the content of the text. Mostly teachers when they taught reading skill they asked the students to read the text and answered the questions from the text, then correct it. This teaching approach makes the condition of the class bored. The teacher needs to make the students to be more active in comprehending the text.

One of the good approaches that can be used by the teachers is interactive approach. Through interactive approach in the classroom, the teacher can help to the students improve their reading skill by practicing both bottom-up and top-down model reading activities.<sup>2</sup> In bottom-up model students try to develop their vocabulary and knowledge of structure. In top-down model, students are trained to activate their background knowledge before reading to predict the text. So that, the implementation of interactive approach gives an opportunity to improve their reading skill and make the reading activities more effective.<sup>3</sup>

Based on the previous statement so the researcher has the initiative to use the interactive approach method to teach reading and deliver a thesis entitled **“The Implementation of Interactive Approach in Teaching Reading at the Eighth Grade Students of SMPN 8 Palopo”**

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<sup>2</sup> Spratt and William, *Approaches in Language Teaching*, (New York: Cambridge University Press, 2001), p. 142.

<sup>3</sup>Katrina. *Promoting the Reading Comprehension of Freshmen Engineering Students through an Interactive Approach to Content-Based Materials*. Philippines ESL Journal, Vol. 5, July 2010

## **B. Problem Statement**

Based on the background above, the writer formulates the research question as follows: Is the implementation of interactive approach effective in teaching reading at the eighth grade students of SMPN 8 Palopo?

## **C. Objective of the Research**

Based on the fact stated in the problem statement above, the objective of the research is to describe the implementation of interactive approach in teaching reading at the eighth grade students of SMPN 8 Palopo.

## **D. Significance of Research**

The significance of the study can be stated as follows:

1. The researcher expect to give useful information for the teacher of English especially in teaching and learning reading.
2. The researcher expected in order for students harder to read and spend time resting to read, and to cultivate a great desire to read. Then it can help students to discover and knowing to find out the method that they enjoy to read and maked them easy to understand from what they read.

## **E. Scope of the Research**

The scope of the research is limited to the implementation of interactive approach in teaching reading at the eighth grade studentsof SMPN 8 Palopo. The researcher would focused to improve the students reading ability in narrative text by implementing interactive approach. Narrative text that the researcher uses is narrative text about animal i.e. The Fox Without a Tail, Why Do Hawks Hunt

Chicks?, Flock of Doves, A Donkey and a Lapdog, The Rabbit and The Bear, A mouse and A Lion, and The Smartest Parrot.

## **F. Definition of Terms**

### **1. Reading**

Reading is the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of interaction between the perception of graphic symbols that represent language and the reader language skills, cognitive skills, and the knowledge of the world. In this process, the reader tries to create the meaning intended by the writer.<sup>4</sup>

### **2. Interactive Approach**

Interactive approach is a Learning Approach that given to the students to assist them to have a better understanding on reading instruction by activating students. background knowledge (top down model) and word recognition exercises (bottom down model) used interactively.<sup>5</sup> In other words, interactive approach is a combination between the top-down and the bottom-up approach

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<sup>4</sup>Nuttal, *The Teaching of Reading*, (New York: College Publishing, 2005), p. 22.

<sup>5</sup>NellaFaidatun, *The Effectiveness of Interactive Approach in Teaching Reading Comprehension of Narrative Text*, (Purwakarta: Faculty of Language and Fine Arts Education-UPI2013). Online, [http://repository.upi.edu/3364/4/S\\_ING\\_0902379\\_Chapter1.pdf](http://repository.upi.edu/3364/4/S_ING_0902379_Chapter1.pdf). Accessed on 28<sup>th</sup> October 2017. Page: 3

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Finding

In writing this research proposal, the researcher found some research related to this research as follow :

1. **Arpiniari (2011)** in her research *“Improving Students Ability in Reading Comprehension through Interactive Approach to the Tenth Grade Students of SMKN 3 Sukawati in Academic Year 2010/2011”*. This study aimed at finding out whether or not reading comprehension through interactive approach can improve the reading ability of the tenth grade students of SMKN 3 Sukawati in academic year 2010/2011. The result of this research clearly showed that interactive approach can make the subjects active and significantly improve their reading ability especially in comprehending the recount text. It meant that the finding of this research proved the objective of study.<sup>6</sup>

2. **Susilawati, (2011)** in her research *“Improving the Students’ Reading Achievement through Interactive Approach (A Classroom Action Research at the Ninth Grade Students of SMPN 5 Makassar)”*. The conclusion of the research, the researcher concluded that the students have experienced the good improvement in reading ability. On the other hand, the researcher found that interactive approach

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<sup>6</sup>Arpiniari, *Improving Students Ability in Reading Comprehension through Interactive Approach to the Tenth Grade Students of SMKN 3 Sukawati in Academic Year 2010/2011* (Surabaya: Fakultas Tarbiyah-IAIN Sunan Ampel Surabaya 2011). Online, <http://digilib.uinsby.ac.id/9242/1/sekripsi.pdf>. Accessed On 28<sup>th</sup> Oktober 2017.

was very effective approach in improving the students' reading ability because it made the students enjoy in following learning process.<sup>7</sup>

**3. Hani MarutaSaarah (2017), *The Implementation Of Interactive Read Aloud In Teaching English ToEfl Young Learners*** This study aims to investigate the ways classroom interactions in Interactive Read Aloudconstruct students' reading comprehension, and the strategies implemented by teacherbefore Interactive Read Aloud to produce classroom interactions in English as a foreignlanguage context. This study employed a case study approach, and used two types ofinstruments which were classroom observation, and written documents to answer theresearch questions. The result of the study revealed that to construct students' reading comprehension, confirming, modeling, extending, and building interactions were produced during Interactive Read Aloud, and also revealed several strategies that were applied before Interactive Read Aloud to produce classroom interactions which were reading the book several times, formulating the learning objectives and questions,building students' background knowledge, identifying where students prediction shouldbe shared, and devising opportunities for students to explore the story more. It is thus recommended for EFL young learners' teachers who implement this method to produce the interactions, and conduct the strategies before the implementation thus the interactions that construct students' reading comprehension are produced.

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<sup>7</sup>Arpiniari, *Improving Students Ability in Reading Comprehension through Interactive Approach* to the Tenth Grade Students of SMKN 3 Sukawati in Academic Year 2010/2011 (Surabaya: FakultasTarbiyah-IAIN SunanAmpel Surabaya 2011). Online, <http://digilib.uinsby.ac.id/9242/1/sekripsi.pdf>. Accessed On 28<sup>th</sup> Oktober 2017.

## B. Some Pertinent Ideas

### 1. Reading

#### a) Definition of Reading

Reading is the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of interaction between the perception of graphic symbols that represent language and the reader language skills, cognitive skills, and the knowledge of the world. In this process, the reader tries to create the meaning intended by the writer.<sup>8</sup>

Reading can be defined as the process in which readers learn something from what they read and involve it in academic context as a part of education. Learning happens when there is a change in mind from an unknown thing to the known one. As reading is included in learning, the readers try to grasp the texts being read by interpreting, synthesizing, evaluating, and selecting the important information. On the other hand, reading is the strategic process in that a number of the skills and processes used in reading call for effort on the part of the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals.<sup>9</sup>

Reading is an active cognitive process of interacting with printed material and monitoring comprehension to establish meaning. Reading is the instant recognition of various written symbols, simultaneous association of these symbols

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<sup>8</sup>Nuttal, *The Teaching of Reading*, (New York: College Publishing, 2005), p. 22.

<sup>9</sup>Suparman AR, *Improving Students' Reading Skill Through Scanning and Skimming at the Second Year of Madrasah Aliyah Negeri (MAN) Palopo* (Unpublished Thesis STAIN Palopo, 2008), p. 55.

with existing knowledge and comprehension of the information and ideas communicated. It means that reading is the purpose of understanding and constructing meaning from a piece of text.<sup>10</sup>

From the definitions above, it can be said that reading is the interaction between the reader and the writer where the reader tackles what the writer means. The reader expresses it by giving attention, encoding, and retrieval with eyes and brain. On the other hand, it can be concluded that reading is one of important skill to be master of language because the language learner will not be able to get a lot knowledge without reading. Therefore as the students of English, we have to master the reading skill to support the other language skills.

#### b) Reading Principles

1. Students need to be engage with what they reading. Outside normal lesson time, when students are reading extensively, they should be involve joyful reading. We should try to help them get as much pleasure form it as possible. But during lesson, too we will do our best to ensure that they are engage with the topic of a reading text and the ativities that they are asked to do while dealing with.<sup>11</sup>

2. Encourage students to respond to the content of a text. It is important for students to study reading text in class in order to find out such things as they use language, the number of paragraph they contain and how many times they use

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<sup>10</sup>Tampubolon, *loc. cit.*

<sup>11</sup>BeatriceS. Mikulecky&Linda, *Advanced Reading Power*, (New York: Pearson Longman, 2007), p. 3.

relative clause. But the meaning, the message of the text, is just as important as this. As a result, we must give students a chance to respond to that message in some way.

3. Prediction is major factor in reading. When we read text in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue what is in the book, photograph and headlines hint at articles are about, we can identify reports from their appearance before we read a single word.

4. Match the task to the topic when using intensive reading text. Once a decision has been taken about what reading text the students are going to read (based on the topic of the text), we need to choose good reading task the right kind of question, appropriate, activities before during and.

5. After reading, and useful study exploitation. The most useful and interesting text can be undermined by boring and inappropriate tasks.

6. Good teachers exploit reading text to the full. Any reading text is full of sentences, word ideas, description, etc. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for the study and the activation, and using a range of activities to bring the text to life.

7. Goals and techniques for teaching reading. Teacher wants to produce students who, even if they do not complete control of the grammar or an extensive lexicon, can fend for themselves in communication situations. In this case reading, this means producing students who can use reading strategies to maximize their



comprehension of the text, identify relevant information, and tolerate less than word by word comprehension.<sup>12</sup>

Based on the explanation above, it can be concluded that there are some principles in teaching reading, those are students need to be engaged with what they are reading, encourage students to respond to the content of a text, prediction is a major factor in reading, match the task to the topic when using intensive reading text and good teachers exploit reading text to the full. The teachers should pay attention to all the principles when teaching reading to the students.

### c) Types of Reading

#### 1) Perceptive

In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the unique of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

#### 2) Selective

This category is larger an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc. Brief responses are

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<sup>12</sup>Brown, *Reading Principles*, <https://www.slideshare.net/GeraldinGarcia2/kinds-of-reading>. Accessed on 19<sup>th</sup> May 2017.

intended as well. A combination of the bottom-up and top-down processing may be used.

### 3) Interactive

Included among the interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. The top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary.

### 4) Extensive

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. The purposes of the assessment usually are to tap into a learner's global understanding of a text, as opposed to asking test-takers to "zoom in" on small details. The top-down processing is assumed for most extensive tasks.<sup>13</sup>

Based on the explanation above, it can be concluded that there are four types of reading. those are perceptive, selective, interactive, and extensive. The types of reading from different experts are exactly having the same use to be useful consideration for the teachers to provide the reading materials for the

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<sup>13</sup>Johnson, Burke and Larry Christensen. *Teaching English as the Second Language*, (San Francisco, California: Pearson Longman, 2004), p. 89.

students. Teachers have to know what types of reading should be applied which match the students' characteristic.

## **2. Interactive Approach**

### **a) Key Concept of Interactive Approach**

The success in teaching reading is definitely influenced by the approach select by the teacher. The interactive reading approach, combination between the top-down approach and the bottom-up approach, is the approach that suits the needs of the students with beginner, intermediate, and advanced level because this approach focuses on the good side both from the top-down and the bottom-up approach.<sup>14</sup>

In applying the interactive reading approach, teachers have to conduct both the top-down and the bottom-up processing in a balance way since both the top-down and the bottom-up processing play an important role in the interactive reading approach<sup>15</sup>. Eskey and Morales argue that both the bottom-up processing and the top - down processing have important implications to the interactive approach to reading. Since second language (L2) readers are susceptible to both language and content problems of a text, there is a need for classroom instruction to include both bottom-up and top-down process of reading to assist students in the comprehension process.<sup>16</sup>

The interactive approach put the good side between of the bottom-up and the top-down approach to reading. Brown states in the bottom-up processing,

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<sup>14</sup>Tampubolon, *loc. cit.*

<sup>15</sup>Lou Russel, *The Accelerated Learning*, (Bandung: Nusa Media, 2011), p. 217

<sup>16</sup>R. MasriSareb Putra, *MenumbuhkanMinat Baca SejakDini*, (Jakarta: PT Indeks, 2008), p.

readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, and discourse makers) and their linguistic data processing mechanisms to impose some sort of order on these signals. He also states that in the top-down, or conceptually driven, processing, the readers draw their own intelligence and experience to understand a text. In addition, Al yousef states that the modern interactive reading models enable SL readers to be “less reliant on the top-down processing” and enable them to achieve “greater reliance on bottom-up strategies as they become more proficient”. It seems that teachers can use a balanced approach to teach reading by incorporating both the top-down and the bottom-up processes. They will have flexibility in choosing the reading tasks.

Moreover, the interactive reading approach will also care with the importance of reading comprehension which is on its pre-reading stage. Alyousef states that an interactive approach “demands that the teachers activate the students’ schemata” during the pre-reading phase by helping “students recognize the knowledge that they already have about the topic of a text”. The reading activity can be started through discussion of titles, subheadings, photographs, identifying text structure, previewing. While reading in interactive reading approach is to develop the students’ ability in tackling texts by developing their linguistic and semantic knowledge.<sup>17</sup>

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<sup>17</sup>Alyousef. *Developing Reading Skills* (New York: Cambridge University Press. 2006)p. 69-70.

According to Vacca, teachers who hold an interactive view of reading and learning to read fall between the bottom-up and the top-down belief systems on the beliefs continuum. Such teachers recognize that a reader processes both letter-sound cues and meaning cues during reading. Reading as a meaning-making activity is uttermost in their thoughts about reading and learning to read, but they also believe that readers must be able to identify words quickly and accurately if they are going to make sense of what they read.<sup>18</sup>

By referring to the explanation above, it can be concluded that the mix of the top - down and the bottom - up approaches is called the interactive reading approach. The implementation of this approach can be seen in real context when the teacher starts teaching the reading materials using the top - down style by questioning the students about several terms related to the main topic that will be discussed and ends using the bottom-up style by reviewing the smallest units of language that the students have learnt from the lesson.

#### b) Procedure in Implementing Interactive Approach in Teaching Reading.

In teaching reading using the interactive reading approach, teachers have to follow a set of procedure to deliver the material which can be seen in explanation below:

##### 1. Opening of the Lesson

- a. Greeting the students and checking the students' attendance list
- b. Asking about the students' homework and previous lesson

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<sup>18</sup>Vacca. *Teaching Reading Comprehension to ESL/EFL Learners*. Journal of Language and Learning. Vol.5, No. 1, 2006.

c. Creating good rapport with the students by talking about recent issue in the text.

d. Conducting pre-reading activity by giving students several verbal questions to activate their schemata, to lead them to the reading text, and to set the students' readiness to learn

## 2. Content of the Lesson

a. Attracting the students' schemata by giving students some short questions that will lead them to the text.

b. Giving the text to the students and asking them to read it in order to find the general and specific information.

c. Checking the students understanding about the text by asking the students what the text tells about.

d. Asking the students if there are some unfamiliar words that they found during :

1) If they find unfamiliar words: Asking the students to check out the meaning of the unfamiliar words in the dictionary and re-asking the students if there are still some unfamiliar words that they still do not understand.

2) If they do not find unfamiliar words: Selecting certain words and asking the meaning of the words to the students to make sure that students really know the meaning, if students cannot answer the meaning of the words, the teacher asks students to check the meaning in the dictionary and discussing the meaning of the words together. If a certain word has several meanings, the teacher asks students to match the meaning based on the context of the text.

3) If students have no more problems with unfamiliar words, asking students about specific information that they find in each paragraph in the text. After that, asking the students about the general information. Checking the comprehension of the students about the text by giving them several exercises related to the text.

e. Continue, reviewing students' understanding about the text by asking about general information, specific information, and moral value.

f. Discussing, correcting, and assessing the answers of the exercises that the students have done.

### 3. Closing of the Lesson

a. Checking the students' understanding about the whole lesson that have just learned by asking them one-by-one randomly

Closing the lesson by asking the students to conclude what they have learned during the lesson.<sup>19</sup>

a. Checking the students' grasp of the entire material that they just learnt by randomly asking them questions

Asking the students to sum up what they've learnt during the session is a good way to end the lesson.<sup>20</sup>

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<sup>19</sup>Eskey and Grabe.*Interactive models for second language reading: Perspectives on instruction*. ESL Journal, Vol. 5, July 2010.

<sup>19</sup>Eskey and Grabe.*Interactive models for second language reading: Perspectives on instruction*. ESL Journal, Vol. 5, July 2010.

#### 4. How to Use Interactive Approach

Using the interactive approach to vocational students must be in accordance with the existing curriculum. According to Brown the steps for teaching interactive reading are;<sup>21</sup>

##### 1) Identify the purpose

Determine and identify the goals are very important for students. Knowing the purpose of a reading can lead the students to what they have learned (background knowledge) and give descriptions of what will they learn. Brown mentioned that efficient reading consists of clearly identifying the purpose in reading process. Identify purpose can be done by getting the students by asking what they have already know from reading the text

##### 2) Use graphemic rules and patterns to aid in bottom up decoding (especially for beginning level learners)

beginning level of English, students will encounter a problem in process of reading. They usually had difficulties in making correspondences between spoken and written English. The learners have become acquainted with oral language and have some difficulty learning English spelling conventions. So they may need hints and explanations about certain English orthographic rules and peculiarities.

##### 3) Use efficient techniques for silent reading comprehension

Further, vocational school students' age is on 16-17 years old range and belongs to intermediates level category, by using silent reading these students are

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<sup>21</sup> Brown, Douglas. 2001. *Teaching by Principle*. San Francisco state University: Longman



given the time and tranquility to read every word and try to understand. It provides peace and allows time to picking out which words are difficult.

#### 4) Skim the text of main ideas

Skimming is quickly running one's eyes across a whole text (such an essay, article, or chapter) by doing a skimming, the students will have an advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. This gives them a head start as they embark on more focused reading.

#### 5) Scan the text for specific information

Scanning is quickly searching for some particular piece or pieces of information in the text. This scanning process is useful when students read about an advertisement, schedule, or a restaurant menu in accordance with the existing syllabus to save the time. The purpose of scanning is to extract specific information without reading through the whole text,

### **3. Narrative Text**

#### a) Definition of Narrative Text

The narrative text is one of the important things that the researcher want to explain of the research because it is also the scope ind conducting this research, and as know that a narrative text is one of English text types. According to Anderson, narrative text is a text that has a purpose to entertain the reader or listener. However, narrative can also be written to teach or inform, to change attitudes or social opinions and to show the moral of a story and narrative can be

also define as the representation of an event or a series of events.<sup>22</sup> Some examples of narrative text are fantasy novel, historical fiction and stories.

Narrative text is writing in which a story is told, the details may be fictional or based on fact. It is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. A narrative is a text that tells a story and, in doing so, entertains the audience. Also, its narrative purpose is mainly to inform often contains large passage arranging the events in a story strictly in chronological order.<sup>23</sup> Narrative can be imaginary or factual (fairy tales, mysteries, fables, romances and adventure stories, myths and legends).

From the explanations above, it can be concluded that the narrative text is a story occurred in past time which its social funtion is to emuse or entertain the readers. It is written with certain characteristics and its language features. It means that the narrative text is the text that tells about the story which was happened in the past time.

#### b) Steps in Narrative Text

There are three step of narative text. They are an orientation, a complication, a sequence of events, a resolution, and a coda.

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<sup>22</sup>Ibid, p. 176

<sup>23</sup>Grellet, F. *Developing Reading Skills* (NewYork: Cambridge University Press.,2005), p.

- 1) An orientation is about the opening paragraph where the characters are introduced, where and when the story takes place.
- 2) A complication is about the problems that the participants have. The complication is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves to (temporarily) thwart them from reaching their goal. A sequence of events where the characters react to the complication.
- 3) A resolution is about how the problem is solved. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.
- 4) A coda provides a comment or moral based on what has been learned from the story, but it is an optional step.<sup>24</sup>

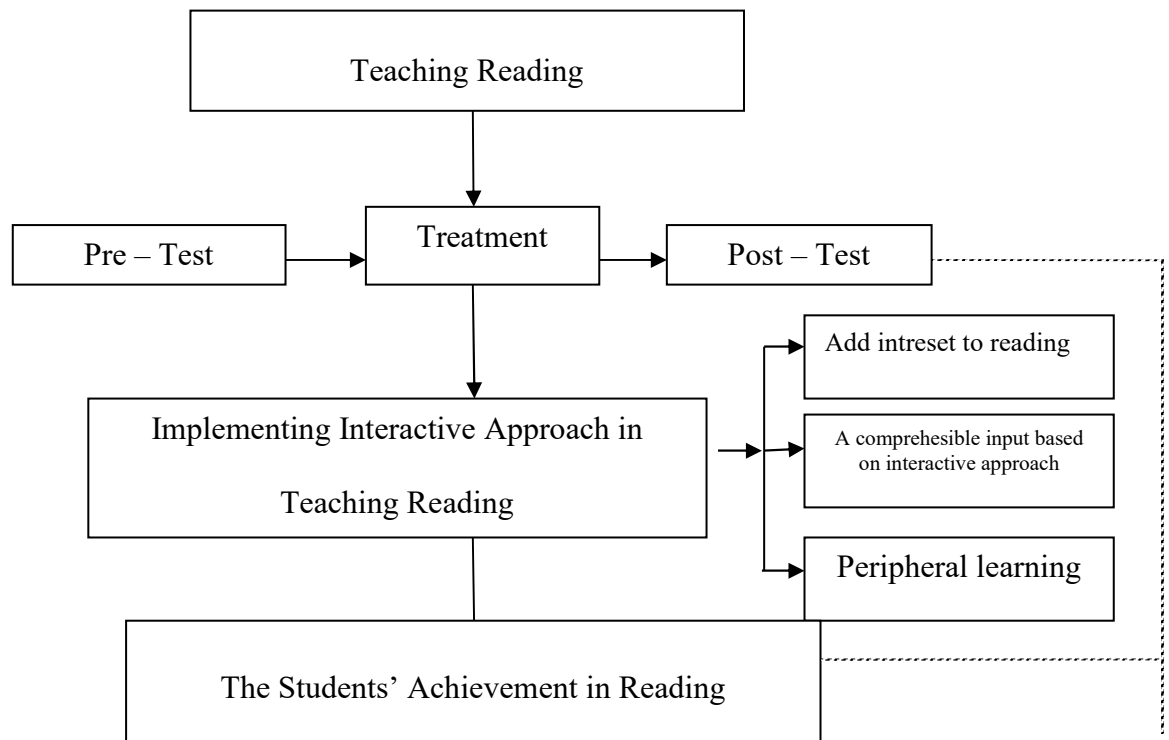
Based on the explanation of the steps in narrative text, it can be summarized that in the process of reading narrative text, the students should know the steps or the mechanism of narrative text, so it will be easier to find out the main idea or the passage of the text.

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<sup>24</sup>Dave Meier, *The Accelerated Learning Handbook*, (Bandung: Kaifa, 2002), p. 111

### C. Conceptual Framework

The conceptual framework of this research can be illustrated diagrammatically as follows



#### **D. Hypothesis**

Based on the literature that has been explained before, the researcher puts forward the hypothesis of the research as follows:

1. Null Hypothesis ( $H_0$ ): There is no significant difference in students' reading ability before and after implementing interactive approach.
2. Alternative Hypothesis ( $H_1$ ): There is significant difference in students' reading ability before and after implementing interactive approach

### CHAPTER III

#### RESEARCH METHODOLOGY

##### A. Method and Design

###### 1. Method

In conducting this research, the researcher used pre-experimental method. This research conducted to describe the effectiveness of interactive approach in teaching reading of SMPN 8 Palopo.

###### 2. Design

This research was used design pre-test and post-test. The design of the research show as follows:

Pre-test	Treatment	Post-test
O <sub>1</sub>	X	O <sub>2</sub>

Notes:

O<sub>1</sub> = Pre-test

X = Treatment

O<sub>2</sub> = Post-test<sup>25</sup>

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<sup>25</sup>Suharsimi Arikunto, *Prosedur Penelitian*, (Cet. XII; Jakarta: PT RinekaCipta, 2002), p. 77.

## **B. Time and Place of the Research**

This research would be held in august 2021 at the eighth grade students of SMPN 8 Palopo.

## **C. Variables**

This research would be consisted of two variables namely independent variable and dependent variable. The independent variable is the implementaton interactive approach and the dependent variable is the students' ability in reading.

## **D. Population and Samples**

### **1. Population**

The population of this research was the eighth grade students of SMPN 8 Palopo. Especially the eighth-grade students focused on VIII. The total population is 30 students.

### **2. Samples**

In this research was used the research can used purposis sampling technique. In this case, the researcher was took class A of the first year students of SMP Negeri 8 Palopo as the sample, and the total sample was 30 students.

## **E. Instruments of the Research**

The researcher would used reading test as the insrument of the research. It would be to describe the students' ability in reading. The researcher would distribute narrative texts to the students and asking the students to read the text, then answer the questions based on the text. There were 2 narrative texts that would consisted 5 questions.

## **F. Procedure in Collecting Data**

In procedure of collecting data, the researcher did three main activities. They are pretest, giving treatment, and posttest.

### **1. Pre-test**

Before giving the treatment, the researcher would conduct the pre-test. The pre –test would be reading test. The researcher would gave the students two narrative texts to be read, and the students have to answer questions related to the text. Pre-test would be done to know the students previous ability in English reading and it would took 90 minutes to do the test.

### **2. Treatment**

After giving pre test, the researcher gave treatment in five meetings:

#### **a. The first meeting**

In this meeting, the researcher explained about the interactive approach. Then, the researcher gave a narrative text entitled “Fox without a tail” to the students. In this case, the researcher command to students to read a narrative text entitled “The Fox Without a Tail” until twice to help the students to clarify the content of the text. In this case, the researcher ask to students to read aloud the narrative text “The Fox Without a Tail”. In this case, the researcher ask to students looking for the clues of narrative text entitled “The Fox Without a Tail” to help the students identify the content of the text.

In this case, the researcher ask the students to look up word that they don’t know that the students find in the narrative text entitled “The Fox Without a Tail” In this case, the researcher tried ask questions to students for building their



understanding toward the narrative text entitled “The Fox Without a Tail”. The researcher command to tried connect the story with their life so it make the students can make sense of the narrative text.

b. The second meeting

The researcher gave a different narrative text to the students between the first meeting because the researcher did not explain about the interactive approach but the researcher immediately applied it. Researchers provide narrative text entitled “Why Hawks Hunt Chicks” to students. In this case, the researcher tries to apply an interactive approach with several steps:

In this case, the researcher instructed the students to read the narrative text entitled “Why do eagles hunt chicks?” up to two times to help students clarify the content of the text. In this case, the researcher ask to students to read aloud the narrative text “Why Do Hawks Hunt Chicks?”. In this case, the researcher ask to students looking for the clues of narrative text entitled “Why Do Hawks Hunt Chicks?” to help the students identify, the content of the text. In this case, the researcher ask the students to look up word that they don’t know that the students find in the narrative text entitled “Why Do Hawks Hunt Chicks?” . In this case, the researcher tried ask questions to students for building their understanding toward the narrative text entitled “Why Do Hawks Hunt Chicks?”. The researcher command to tried connect the story with their life so it make the students can make sense of the narrative text. The researcher ask the students find out information about author’s purpose in the story. It spent 40 minutes then the researcher gave 30 minutes to students for answer the question in the text

c. The third meeting

In this meeting, the researcher gave a narrative text entitled "Flock of Doves" to the students, the researcher tried to apply an interactive approach with several steps: In this case, the researcher instructed the students to read the narrative text entitled "Flock of Doves" up to two times to help the students clarify the content of the text and asked the students to read the narrative text "Flock of Doves". and also asked students to look for clues to the narrative text entitled "Flock of Doves" to help students identify the content of the text. In this case.

The researcher ask the students to look up word that they don't know that the students find in the narrative text entitled "Flock of Doves". In this case, the researcher tried ask questions to students for building their understanding toward the narrative text entitled "Flock of Doves". The researcher command to tried connect the story with their life so it make the students can make sense of the narrative text.

d. The fourth meeting

At the fifth meeting, the researcher gave a narrative text entitled "A Donkey and a Lapdog" to the students. The researcher also instructed the students to read the narrative text entitled "A Donkey and a Lapdog" up to two times to help the students clarify the contents of the text, and asked the students to read the narrative text.

In this case, the researcher asked students to look for clues in the narrative text entitled "A Donkey and a Lapdog" to help students identify the contents of

the text. And ask students to look for words they don't know that students find in narrative texts. The researcher tried to ask the students questions to build their interactive approach to the narrative text entitled “A Donkey and a Lapdog”. The researcher ask the students find out information about author’s purpose in the story. It spent 40 minutes then the researcher gave 30 minutes to students for answer the multiple choices bellow in text.

After conducting the treatment, the researcher would conduct the post-test. In this test, the researcher would gave to the students after they would have done the treatment in six meetings. This test just the same with the pre-test to know whether the students would have different result after giving treatment or not and it would took 90 minutes to do test.

## **G. Technique of Data Analysis**

The researcher was analyzed data through percentage technique.

### **1. Reading test**

#### **a. Looking for student’s score**

To understand the level of students score the following classification were used:

No	Criteria	Score
1	excellent	9,6 – 10
2	very good	8,6 – 9,5
3	good	7,6 - 8,5
4	average	6,6 – 7,5
5	fair	5,6 – 6,5

6	poor	3,6 – 5,5
7	very poor	0 – 3,5

- b. Students' score of reading test would be counted by using the formula, as follow:

$$Score = \frac{Total\ correct\ answer}{Total\ test\ items} \times 100$$

- c. Classifying the score of the students into the following criteria:

1. 96 to 100 is classified as excellent
2. 86 to 95 is classified as very good
3. 76 to 85 is classified as good
4. 66 to 76 is classified as fairly good
5. 56 to 65 is classified as fair
6. 36 to 55 is classified as poor
7. 00 to 35 is classified as very poor

- d. Calculating the rate percentage of students score by using the following data:

$$P = \frac{F}{N} \times 100\%$$

Where: P = Rate Percentage

F = Frequency

N = The total number of the students

The last step of the analyzing the data, the researcher would calculated the mean score, standard deviation, T-test between the pre-test and post-test of pre-experimental by using statistical package for social science (SPSS) version 22 program.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

In this research, researchers collected data by conducting pre-test and post-test. In addition, the researcher also recorded the activities carried out during teaching. The researcher took all the data related to the application of an interactive approach in learning to read in class VIII SMPN 8 Palopo. So that the description is more precise and easier to understand. The researcher will discuss the students' approach in teaching reading between the pretest that was given the treatment and the posttest that was not given the treatment.

#### **1. The Analysis of Students' Score in the Pretest**

##### **a. The Students' Pre-Test Score**

In this section, the researcher presents the data in tabular form and calculates scores using the SPSS 24 program. Then, the researcher shows the complete scores of the student's reading tests in the Pre-Test. The tabulation of students' scores for the Pre-Test can be seen in table 1.1.

**Tabel 1.1**  
**The Score of Respondents Reading Test in the Pre-Test**

<b>No</b>	<b>Respondents</b>	<b>Score</b>
1.	R1	75
2.	R2	70
3.	R3	65
4.	R4	70
5.	R5	85
6.	R6	80
7.	R7	95
8.	R8	95
9.	R9	80
10.	R10	50
11.	R11	60
12.	R12	80
13.	R13	75
14.	R14	70
15.	R15	60
16.	R16	65
17.	R17	85
18.	R18	80
19.	R19	85
20.	R20	70
21.	R21	75
22.	R22	90
23.	R23	85

24.	R24	90
25.	R25	70
26.	R26	75
27.	R27	90
28.	R28	85
29.	R29	90
30.	R30	95

The table showed that the data result indicates that the students' reading score in the pretest. The data of pretest score of the group showed that three students achieved score 95, two students achieved score 90, four students achieved score 85, four students achieved score 80, three students achieved score 75, four students achieved score 70, and two students achieved score 65, two students get score 60, and one student get score 50. The data in chart 1.1 above shows that the lowest score was 50. Four students got it. In addition, the highest score was 95 four students got it.

#### **b. The Students' Scoring Classification of the students' in Pre-Test**

The following table was the data achieved from the pre-test before giving treatment.

**Table1.2**  
**Frequency and Percentage of Students' Pre-Test**

No	Classification	Score	Frequency	Percentage
1.	Excellent	95 -100	3	10%



2.	Very Good	86-94	2	6%
3.	Good	76 -85	8	26%
4.	Fair Good	66 -75	7	23%
5.	Fair	56 -65	6	20%
6.	Poor	36-55	4	13%
7.	Very Poor	0-35	0	0%

Table 1.2 showed that data of pretest. The data pretest were 3 students (10%) in excellent classification , 2 students (6%) in very good classification , 8 students (26% ) in good , 7 students (23%) in fair good classification, 6 students (20%) in fair classification, and 4 student (13%) in fair classification of both classes are classified in excellent.

#### c. The Mean Score and Standard Deviation of Students' in Pre-Test

In this part, the researcher described the mean score and standard deviation in order. To compare a mean score of pre-test in group before giving treatment.

**Table1.3**

#### **The Mean Score and Standard Deviation of Students' in Pre-Test**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	50.00	95.00	78.0000	11.49213
Valid N (listwise)	30				

From table 1.3, it can be seen the highest score of students is 95.00 and the lowest score is 50.00. In addition, this shows indicates that the mean score of student's vocabulary in Pre - Test is 78.0000 and the standard deviation error is 11.49213.

## **2. The Analysis of Students' Vocabulary Score in the Post-Test**

### **a. The Students' Post-Test Score**

The posttest was conducted after giving treatment in order to find out the influence of Board Race games toward students vocabulary mastery. The following were the description of the students post-test score.

**Tabel 1.4**  
**The Score of Students Reading Test in the Post-Test**

<b>No</b>	<b>Respondents</b>	<b>Score</b>
1.	R1	85
2.	R2	75
3.	R3	65
4.	R4	75
5.	R5	95
6.	R6	90
7.	R7	90
8.	R8	95
9.	R9	85
10.	R10	70
11.	R11	75
12.	R12	80

13.	R13	85
14.	R14	85
15.	R15	75
16.	R16	70
17.	R17	70
18.	R18	85
19.	R19	90
20.	R20	90
21.	R21	85
22.	R22	95
23.	R23	80
24.	R24	90
25.	R25	90
26.	R26	85
27.	R27	95
28.	R28	80
29.	R29	90
30.	R30	95

Based on the table showed that the data result indicates that the students in post-test. The data of post-test score of showed that, one student achieved score 65, three students achieved score 70, four students achieved score 75, two students achieved score 80, six students achieved score 85, five students achieved score 90, and four students achieved score 95. Based on the data in chart 4.1 above, showed

that the highest and lowest scores of post-test. The highest score of post-test of the highest score of pretest was 95 and the lowest score was 65

#### **b. The Students' Scoring Classification of the students' in Post-Test**

The following table was the data achieved from the post-test group after giving treatment.

**Table 1.5**  
**Frequency and Percentage of Students' Post-test**

<b>No</b>	<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
<b>1.</b>	Excellent	95 -100	4	13%
<b>2.</b>	Very Good	86-94	5	16%
<b>3.</b>	Good	76 -85	12	40%
<b>4.</b>	Fair Good	66 -75	7	23%
<b>5.</b>	Fair	56 -65	2	6%
<b>6.</b>	Poor	36-55	0	0%
<b>7.</b>	Very Poor	0-35	0	0%

Table 1.5 showed that data of post-test in group. The data post-test of control group were 4 students (13%) in excellent classification , 5 students (16%)

in very good classification , 12 students (40% ) in good , 7 students (23%) in fair good classification, 2 student (6%) in fair classification.

### c. The Mean Score and Standard Deviation of Students' in Post-test

In this part, the researcher described the mean score and standard and deviation in order to compare a mean score of in post-test in after giving treatment.

**Table1.6**

**The Mean Score and Standard Deviation of Students' in Post-Test**

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	30	65.00	95.00	83.8333	8.67848
Valid N (listwise)	30				

From table 1.6, it can be seen that the highest score of students is 95.00 and the lowest score is 65.00. In addition, this also shows that the mean score of student's reading test in Post - Test is 83.8333 and the standard deviation error is 8.67848.

### d. The Calculation of t-test Pre-Test and Post-Test

In addition to showing the mean score in the student's reading subject, this research would also present scores of students results in Pre-Test and Post-Test, the total mean score and standard deviation of in Pre-Test and Post-Test, and then compare both of them. The results are presented in descriptive statistics, it can be seen in table 1.7 and 1.8.

**Table1.7****The Paired Samples Statistics of Pre-Test and Post-Test**

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	50.00	95.00	78.0000	11.49213
Posttest	30	65.00	95.00	83.8333	8.67848
Valid N (listwise)	30				

The table 1.7 described the statistical result of the pre-test and post-test. From the group of the table above, N was the total of the subject data which was 30 from pre-test and 30 from post-test. It could be seen that between post-test is significantly different. The mean that acquire by the pre-test group was 78,0000 while the mean score of post-test group was 83.8333. Further the statistical hypothesis of the research was described in the table below:

**Table1.8****The Paired Samples Test of Pre-Test and Post-Test**

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-5.8333	8.20884	1.49872	-8.89856	-2.76810	-3.892	29	.001

Based on the result of data analysis as summarized in Table 1.8 above in pre-test and post-test, the researcher found that the Probability Value is lower than alpha ( $\alpha$ ) ( $98.898 < 2.768$ ) which means that there is significant difference in post

test of both class. Thus, the implementation of interactive approach effective in teaching reading.

## **B. Discussion**

Based on the research that has been done in learning to read using the application of an interactive approach by reading narrative texts. Students can be motivated and enthusiastic in the learning process and are also interested in learning because they can use an interactive approach and read with friends or in groups. Students find it easy to describe people and places using the applied interactive approach. In addition, it has been proven that applying an interactive approach to teaching reading can help students learn to reading skill.

In this study, a reading test was given to students who still had basic English at eighth grade students of SMPN 8 Palopo. In addition to having the opportunity to conduct this research, the researcher also found several problems in the classroom such as students were still shy and nervous to come forward to their friends, students still made some reading texts to read because they felt it was not enough. vocabulary for reading. So, it's hard for them without reading the text.

This study uses the implementation of interactive approach to teach reading and can improve students' reading skills. It can be seen in the pre-test, the average score of the students is 78.00 and the post-test score of the students is 83.83. Data were analyzed using a standard (tt) of 5% significance with degrees of freedom (df) = 30, obtained tt = 2.042, and a standard of significance of 0.001. The results of t0 (tcount) of 3.892 from this researcher provide an interpretation

that  $t_0$  (tcount) is higher than  $t_{table}$ ,  $3.892 > 2.042$ . In addition, some pre-test students who still use Indonesian to speak or tell something while in the post-test students can reading skill, even though they still read a little text they can read a little fluently. This means that the implementation of interactive approach used to teach English, especially reading, can improve students' skills.

There are significant items test results between pretest and post-test. In the pretest, it can be seen that most students get a good average score. Shows what is observed in the post-test before being given treatment. In the pretest, there were shows that the pretest data. The data pretest were 3 students (10%) in excellent classification, 2 students (6%) in very good classification, 8 students (26%) in good, 7 students (23%) in fair good classification, 6 students (20%) in fair classification, and 4 student (13%) in fair classification of both classes are classified in excellent. And showed that the data of post-test. Showed that data of post-test. The data post-test of control group were 4 students (13%) in excellent classification, 5 students (16%) in very good classification, 12 students (40%) in good, 7 students (23%) in fair good classification, 2 student (6%) in fair classification.

This research's findings were systemically related to the earlier research about increasing students' reading skill by implementation of interactive approach associated with the previous research findings. On the other hand, there are also differences between this research's findings and several previous types of research.



The first previous research conducted by. Arpiniari (2011) The result of this research clearly showed that interactive approach can make the subjects active and significantly improve their reading ability especially in comprehending the recount text. It meant that the finding of this research proved the objective of study. It goes the same with Susilawati, (2011) The conclusion of the research, the researcher concluded that the students have experienced the good improvement in reading ability. On the other hand, the researcher found that interactive approach was very effective approach in improving the students' reading ability because it made the students enjoy in following learning process. The other previous researches have the similarity finding with this research, Hani Maruta Saarah (2017), The result of the study revealed that to construct students' reading comprehension, confirming, modeling, extending, and building interactions were produced during Interactive Read Aloud, and also revealed several strategies that were applied before Interactive Read Aloud to produce classroom interactions which were reading the book several times, formulating the learning objectives and questions, building students' background knowledge, identifying where students prediction should be shared, and devising opportunities for students to explore the story more. It is thus recommended for EFL young learners' teachers who implement this method to produce the interactions, and conduct the strategies before the implementation thus the interactions that construct students' reading comprehension are produced.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the findings and discussions of the research, the researcher concluded that the implementation of interactive approach in teaching reading at the eighth grade students of SMPN 8 Palopo. The student's after conducting treatment, there was a significant effect of using interactive approach in teaching reading. This means that the implementation of interactive approach can have a significant effect on students' reading skill. This is supported by the high scores achieved by students after the researcher gave the interactive approach treatment as a reading teaching, it could be proven by the students result in Pre-Test with mean score 78.0000 and Post-Test of mean score 83.8333, This means there is a significant difference between the pretest and posttest. Thus, the implementation of interactive approach is effective for ability students' reading skill.

#### **B. Suggestion**

From the research results calculated from the previous chapter, the researcher gives suggestions to be conveyed to teachers, students, and prospective researchers interested in this field. They are as follows:

##### **1. For the teacher**

a. The teacher should realize the technique using in teaching-learning is important to ability students' motivation in learning. The researcher recommended the

implementation of interactive approach in teaching reading skill to make students easier in understanding reading.

## 2. For the students

The students also can implementation of interactive approach with their friend or their teacher in another lesson with different rules. The students have to use the alternative way to help students understand the reading skill, such as the implementation of interactive approach because the effectiveness of using the implementation of interactive approach has been evidenced.

## 3. For the next researcher

In this research, the researcher used the implementation of interactive approach to teach students of junior high school. Further, the researcher can conduct this strategy on this strategy on different level students and different material.

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# APPENDICES

### **The Fox and the Grapes**

One afternoon there was a fox that was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch. “Just the thing to quench my thirst,” quoted the fox. Taking a few steps backward, the fox jumped but unfortunately he missed the hanging grapes. Again the fox took a few paces backward, ran, and tried to reach them but he still failed.

Finally, giving up, the fox turned up his nose and said, “They’re probably sour anyway,” and proceeded to walk away.

1. What the title of the story?
2. What is the meaning of (one of word in the story)?
3. Why (character of the story)?
4. What the conclusion of the story?
5. What the moral lesson of the story?

### **Why do Hawks Hunt Chicks?**

Once upon a time, a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen. "Will you marry me?"

The hen love the brave, strong hawk and wished to marry him. but she said, "I can not fly as high as you can. If you give me time, i may learn to fly as high as you. then can fly together."

The hawk agreed. Before he went away, he gave the hen a ring. "This is to show that you have promise to marry me," said the hawk.

It so happened that he had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry, "Throw that ring away at once!" shouted the rooster. The hen was so frightened at the rooster's anger that she threw away the ring immediately.

When the hawk came a few months later, the hen told him the truth. The hawk was so furious that he cursed the hen, "Why didn't you tell me earlier? Now, you'll always be scratching the earth and i'll always be flying above to catch your children, " said the hawk.

1. What the title of the story?
2. What is the meaning of (one of word in the story)?
3. Why (character of the story)?
4. What the conclusion of the story?
5. What the moral lesson of the story?



### **Flock of Doves**

Once upon a time, there was a flock of doves that flew in search of food led by their king. They had flown a long distance and were very tired. The smallest dove picked up speed and found some rice scattered beneath a banyan tree. So all the doves landed and began to eat.

Suddenly a net fell over them and they were all trapped. They saw a hunter approaching carrying. The doves desperately fluttered their wings trying to get out, but to no avail. The king had an idea. He advised all the doves to fly up together carrying the net with them.

Each dove picked up a portion of the net and together they flew off carrying the net with them. The hunter looked up in astonishment. He tried to follow them, but they were flying high over hills and valleys. They flew to a hill near a city of temples where there lived a mouse who could help them. He was a faithful friend of the dove king.

The mouse agreed saying that he would set the king free first. The king insisted that he first free his subjects and the king last. The mouse understood the king's feelings and complied with his wishes. He began to cut the net and one by one. All the doves were freed including the dove king.

1. What the title of the story?
2. What is the meaning of (one of word in the story)?
3. Why (character of the story)?
4. What the conclusion of the story?
5. What the moral lesson of the story?

### **A Donkey and A Lapdog**

Once upon a time there was a farmer who owned a little dog that he keeps constantly by his side and a donkey, which lived in a warm stable and got plenty of fresh grain and sweet hay. But, unfortunately the donkey was not satisfied with his condition.

“I slave all day long, hauling wood or pulling the cart to market while the dog sleeps on the master’s lap and eats from his plate!,” the donkey grumbled. “Perhaps, he thought, if he behaved like the dog, his master would reward him with the same life of ease.

That very night, the donkey crept out of the stable and into the house where the farmer sat at supper. “First I’ll frisk about and chase my tail, just as the dog does,” thought the donkey. And he danced about the room, flinging up his hooves until the table toppled over and dishes went flying.

“Now I’ll sit on his lap!” said the donkey, and he put his hooves up on the master’s chair.

“Help! Save me from this mad beast!” the terrified farmer bellowed. Then his servants came and run, with shouts and blows, drove the donkey back to the stable. “I suppose I’m a fine donkey,” the donkey lamented, “but I’ll never be a lapdog!” Moral of the Story – What’s right for one may be wrong for another. So, never try to copy another person in front of you.

1. What the title of the story?
2. What is the meaning of (one of word in the story)?
3. Why (character of the story)?
4. What the conclusion of the story?
5. What the moral lesson of the story?

### **Rabbit and Bear**

Once upon a time, there lived a bear and a rabbit. The rabbit was a good shotter. On the contrary, the bear was always clumsy and could not use the arrow to shoot.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows. Because he was afraid to arouse the bear's anger, he did not refuse it. He went with the bear and shot buffaloes. He shot and killed so many buffaloes that there were lots of meats left after.

However the bear did not make the rabbit get any of the meat. Even he could not taste it. The poor rabbit went home hungrily after a day of hard work.

Fortunately, the youngest child of the bear was very kind to the rabbit. His mother bear always gave him an extra large piece of meat but he did not eat it all. He took some outside with him and pretended to play ball with the meat. He kicked the ball of meat toward the rabbit's house. The meat flew into the rabbit's house. In this way, the hungry rabbit got his meal.

1. What the title of the story?
2. What is the meaning of (one of word in the story)?
3. Why (character of the story)?
4. What the conclusion of the story?



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### SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

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**Surat Keterangan Bebas Mata Kuliah**

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

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Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

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Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**THE IMPLEMENTATION OF INTERACTIVE APPROACH IN TEACHING READING AT THE EIGHTH GRADE STUDENTS OF SMPN 8 PALOPO**

Lokasi Penelitian : SMP NEGERI 8 PALOPO  
 Lamanya Penelitian : 22 Juni 2021 s.d. 22 Agustus 2021

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menakuti semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Dibbitkan di Kota Palopo  
 Pada tanggal : 23 Juni 2021  
 oleh Kepala Dinas Penanaman Modal dan PTSP

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**PEMERINTAH KOTA PALOPO**  
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**SURAT KETERANGAN PENELITIAN**


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Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Pertama Negeri 8 Palopo,  
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 pada Tanggal 22 Juni 2021 – 22 Agustus 2021 untuk kepentingan Penulisan Skripsi dengan  
 Judul ***“The Implementation of Interactive Approach in Teaching Reading at the Eighth Grade  
 Students of SMPN 8 Palopo”***.

Demikian Surat Keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 30 Agustus 2021  
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## CURRICULUM VITAE



MISDA, was Born on November 10<sup>th</sup>, 1996 in Lara. The writer is the daughter of Mirda Sina Toraja and Megawati. The Writer is the First Child of two siblings. The Writer completed her education in elementary Level at SDN 481 Lumi in 2008, in 2011 she graduate from SMPN 2 Bua Ponrang and graduate From SMK Gafur Yahya Palopo in 2014.

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